

# Welcome to the WNY Young Writers' Studio!

## Talking Points

- Introductions
- WNYYS Background: Vision, Mission, Goals and Plans
- Defining and Meeting Your Needs
- What to Expect in August and Throughout the Year
- Goal Setting and Action Planning
- Leadership Opportunities (final hour)

Name: \_\_\_\_\_

Address: \_\_\_\_\_

Cell Phone Number: \_\_\_\_\_

Email Address: \_\_\_\_\_

What are you hoping to learn or accomplish during your fellowship?

Who do you believe will be served most by your work with our community?

What do you need from me in order to get the most out of this experience?

## Action Planning

Name: \_\_\_\_\_

Objective	Due Date	Questions/Needs
Define personal goals and articulate needs (page 1)	July 31, 2009	
Completion of baseline portfolio for all summer fellows (page 8)	September 15, 2009	
Completion of documentation/working portfolio for all year-round fellows (page 9)	July 31, 2010	

**Background: Mission, Vision, Goals and Plan**  
**OR**  
**Where Were We? Where Are We?**  
**And Where Are We Going With All of This Anyway?**

**Vision:**

We envision a future where communities of writers engage in the collaborative discovery of what influential writing is, how to produce it, and how to nurture its development in others.

**Mission:**

The mission of our community is to empower writers who influence their communities and the field of education in meaningful ways. As students and teachers attend to the Dispositions of Practice, their processes, and their craft, they will draw upon and contribute to the collective passion and expertise of our community. They will also use what is learned within our community to serve those beyond it.

Goals	2008	2009	2010
<b>Alignment</b> Ensuring the work that we do remains carefully aligned to our Vision and our Mission	Director affiliation with Communities for Learning	Director certification as Communities for Learning facilitator and will sponsor CFL fellowships for two teacher fellows.	Student and teacher members of Visioning Team will be sponsored to join Communities for Learning.
	Articulation of Vision, Mission, Objectives, Strategic Plan in draft form	Creation of Visioning Team with representation from all stakeholders. Sharing Vision, Mission, Objectives, Strategic Plan draft with team to seek feedback/improvement	Visioning team will use evidence from program evaluation to improve alignment  Use program evaluation to measure effectiveness of alignment
	Began WNYWWS as a sole proprietorship to assess potential viability of student/teacher writing community	Continuation of sole proprietorship to ensure viability while seeking nonprofit status	Securing non-profit status
	Local readings	Local readings and fellow-lead mini-workshops	Local readings and fellow-lead mini-workshops
	Spring 2008 began offering school-based residencies	School-based residencies and awareness building	School-based residencies and awareness building at State and National

		within NYS at NYSEC conference fall 2009	levels.
<b>Representation</b> Ensuring that all members play an active role in shaping and executing our Vision and our Mission, program design, and facilitation of learning  Seeking diversity in membership	Set program fee high enough to merely meet the cost of space, materials, food, advertising, time away from consulting. Invited teacher affiliation at no cost to school districts and provided pd credit. Created four tuition-free slots for students  Used heavy program evaluation to seek feedback and perspective from membership  Created internship positions for senior studio members and began training them to forward work with young people while ensuring their fellowship remains free	Upon confirmation of viability, began research process to secure non-profit status. Application for nonprofit status fall/winter 2009. Will seek grants with intention to make Studio a free opportunity for all fellows, fall/winter 2009  Creation of Board of Directors with representation by all stakeholders. Creation of Visioning Team with representation by all stakeholders  Continuation of internship program	Studio becomes a cost-free opportunity for all  Definition of how representation will be sought, how fellows will be invited to participate and selected, and how diversity will be ensured  Continuation of internship program. Award of scholarships to those who return to complete internships within our communities and intend to pursue careers in writing or education
<b>Sustainability</b> Ensuring that our community will thrive over time. Inspiring other communities to forward our Vision and our Mission in service to others.	Affiliation with Communities for Learning influenced thinking and practice and provided support in strategic planning to ensure sustainability  Fellows will use what they learn and create to make a difference in the lives of others  Fellows invited to assume leadership roles	Director's certification with Communities for Learning will provide expertise that will enable leaders to facilitate sustainability  Fellows will demonstrate how their learning and work has influenced others in positive ways  Fellows invited to forward Mission/Vision in numerous ways,	Visioning team's certification with CFL will continue to grow our expertise as we facilitate sustainability  Fellows will use what they have learned to shape program mission/vision/objectives  Fellows will forward Mission/Vision in numerous ways,

	<p>Students pursuing writing or education majors in college invited to intern. Provided additional training and field practice within the grades 2-5 program.</p> <p>Heavy program evaluation to better meet the needs of all fellows</p> <p>Two site-based residencies completed to further the work in schools</p> <p>Financial assistance slots provided to inspire and support those with potential</p>	<p>including the following:</p> <ul style="list-style-type: none"> <li>• Applying work within classrooms, organizations, and communities</li> <li>• Internship</li> <li>• Studio Facilitator Certification and leadership of new communities</li> <li>• Publication and/or</li> <li>• Inviting others to join us</li> </ul>	<p>including the following:</p> <ul style="list-style-type: none"> <li>• Applying work within classrooms, organizations, and communities</li> <li>• Internship</li> <li>• Studio Facilitator Certification and leadership of new communities</li> <li>• Publication and/or Presentation</li> <li>• Inviting others to join us</li> </ul>
<p><b>Dispositions of Practice</b> Ensuring that the work of all community members is served by their attention to the Dispositions of Practice:</p> <p>Courage Perseverance Understanding Collegiality Reflection Expertise</p>	<p>Study of the Dispositions and development of expertise in order to support them within the community</p> <p>Director's completion of baseline and annual review portfolio, measuring growth around each Disposition</p> <p>Alignment of the Dispositions with pursuit of writer's craft and use of writer's process</p> <p>Development of portfolio outcomes for all fellows</p>	<p>Integration of the Dispositions of Practice within WNYYS community work and practice.</p> <p>Fellow completion of modified baseline and annual review portfolio, inspiring reflection of growth around each Disposition.</p> <p>Curricula and instruction that inspires growth in Dispositions as well as craft and process</p> <p>Revision of portfolio outcomes for all fellows</p>	<p>Measurement of how attention to Dispositions influences growth of writer's craft and process.</p> <p>Baseline and annual review portfolios will seek to provide evidence about the effectiveness of the Studio model, our work, and the community</p> <p>Improvement of Vision, Mission, outcomes, curricula, instruction, and strategic plan</p>

## **WNY Young Writers' Studio**

### **Vision:**

We envision a future where communities of writers engage in the collaborative discovery of what influential writing is, how to produce it, and how to nurture its development in others.

### **Mission:**

The mission of our community is to empower writers who influence their communities and the field of education in meaningful ways. As students and teachers attend to the Dispositions of Practice, their processes, and their craft, they will draw upon and contribute to the collective passion and expertise of our community.

They will also use what is learned within our community to serve those beyond it.

### **Outcomes**

1. Fellows will define passion-based writing and learning goals. They will rely on the processes and protocols of the community in their efforts to achieve these goals.
  - They will set goals and monitor actions that support them.
  - They will engage in inquiry related to defined learning targets
  - They will revise understandings and practice in response to what is learned
  - They will share the expertise they gain with others
2. Fellows will strive to embody the Dispositions of Practice that support the writing process and the community.
  - They will assess the degree to which they embody the Dispositions of Practice
  - They will set goals and define strategies that will support their growth around the Dispositions
  - They will act in ways that support this growth in others
3. Fellows will connect their work within the Studio community to their work within their communities, their classrooms, or their schools.
  - They will apply what is learned within studio to their work in other settings
  - They will rely upon the voices and perspectives of those they serve to inform their growth and work
  - They will maintain clear communication about the work that they do within the Studio community with those they serve
4. Fellows will serve as contributing members of the Studio community and act in ways that will sustain its mission over time.
  - They will participate in individual and collaborative learning experiences relevant to the creation of powerful writing and the effective teaching of writing

- They will rely on the varied perspectives and levels of expertise within the community and developed within themselves to improve their own writing and teaching practices
- They will illustrate the ways in which professional learning communities improve adult, student, organizational, or community learning
- They will actively support the writing, learning, and work of other Studio fellows, as well as those they serve
- They will contribute to the creation of the vision, mission, and strategic planning efforts, in an effort to strengthen our community and contribute to the power of the work that we do

5. Fellows will seek to influence others in positive ways via the written word.

- They will define an audience that they are eager to influence
- They will craft pieces that are of value to this audience
- They will reflect upon the effect that their writing may have on others
- They will revise their work in response to new learning achieved through publication

## Baseline Portfolio Description

### Approaching the Baseline Portfolio:

Completed over the first three months of participation as a fellow, this will serve as a self-assessment and will be used to reflect upon growth over time.

Fellowship Outcomes	Portfolio Components
Fellows will strive to embody the Dispositions of Practice that support the writing process and the community.	<p>A. Self-assessment of presence of Dispositions of Practice</p> <p>B. Artifacts that illustrate the presence of the Dispositions in your learning/work</p>
Fellows will define personal writing and learning goals. They will rely on the processes and protocols of the community in their efforts to achieve these goals.	<p>C. Statement of goals</p> <p>D. Reflection: What are your curiosities as a writer, a teacher of writing, and a learner? What are you passionate about? What do you need from the Studio community in order to grow?</p>
Fellows will connect their work within the Studio community to their work within communities, classrooms and schools	<p>E. Demonstration of how your goals might support the Studio, your community, or your school</p> <p>F. Evidence of your communication of this information to community members, school colleagues, students, parents and/or leaders</p>
Fellows will serve as contributing members of the Studio community and act in ways that will sustain its mission over time	G. Reflection: What contributions can you make to this community? How can you best support the work of all fellows? What expertise do you have to share? How can you nurture others to share their expertise and contribute as well?
Fellows will seek to influence others in positive ways via the written word.	H. Examples of how you have shared your writing with an audience that has valued it.

### Approaching the Documentation/Working Portfolio

Completed annually, this will serve as an opportunity for reflective practice and enable teachers to demonstrate growth over time.

Fellowship Outcomes	Portfolio Components
Fellows will strive to embody the Dispositions of Practice that support the writing process and the community.	A. Reassessment of presence of Dispositions of Practice  B. Artifacts that illustrate the growth of the Dispositions in your learning/work
Fellows will define personal learning and writing goals. They will rely on the processes and protocols of the community in their efforts to achieve these goals.	C. Statement of goals as a writer and as a teacher of writing  D. Reflection: What are your curiosities as a writer, a teacher of writing, and a learner? What are you passionate about? What have you gained from your fellowship within the Studio community?
Fellows will connect their work within the Studio community to their work within classrooms and schools	E. Demonstration of how goals met served the Studio, your community, or your school  Evidence of your communication of this information to community members, school colleagues, students, parents and/or leaders
Fellows will serve as contributing members of the Studio community and act in ways that will sustain its mission over time	E. Reflection: What contributions did you make to this community? How did you support the work of all fellows? What expertise did you gain? What did you share? How did you nurture others to share their expertise and contribute as well?
Fellows will seek to influence others in positive ways via the written word.	F. Examples of how you have shared your writing with others who have valued it.

## Assessing the Dispositions, Process, and Craft of Writers

	Experienced	Developing	Beginning
<b>Dispositions</b>	<p>--My curiosities about what good writing is and what good writers do help me grow as a writer, and I use what I learn to help others.</p> <p>--I participate in peer review, eagerly revise my work, and produce final drafts that demonstrate tremendous growth in my craft and process.</p> <p>--I take risks and try difficult things as a writer. I am willing to ask questions and show what I don't know in order to grow. I'm willing to learn from those who are different from me and those I may disagree with.</p> <p>--I reflect on my own work, set and revise my own goals, and speak about the effect that reflection has on my growth.</p> <p>--I eagerly share my expertise with others, but I know I still have much to learn. I take steps to keep learning.</p> <p>--I create opportunities to learn from and with others. I grow as a result of the collaborative work I do.</p>	<p>--I study what good writing is and what it means to be a writer when I'm expected to, in order to get a good grade.</p> <p>--I revise when I'm expected to. My final drafts are well-edited, but there are few real changes in what I'm saying or how I'm saying it.</p> <p>--I will take on new writing challenges when it is expected of me. I will ask questions and show what I don't know if others go first. I'm willing to listen to what everyone has to say, but I may contribute less.</p> <p>--I set my own writing goals and reflect on my progress when I'm asked to.</p> <p>--I share what I know with those who have similar interests or those I feel closest to.</p> <p>--I seek opportunities to discuss the writing process and my work with others, and I offer support to others without being asked.</p>	<p>--I'm not clear what good writing is or what good writers do just yet. I wait for others to tell me what to do.</p> <p>--I rush to get my work done quickly, and most of my final drafts are the same as my rough drafts.</p> <p>--I'm reluctant to take on new writing challenges, share my work, or learn from those who are different from me or who I might disagree with.</p> <p>--I need questions or prompts in order to reflect on my work. I struggle to set reasonable goals.</p> <p>--I don't like to share what I know or do with others. I don't find or make the time to continue learning. I rely on what I've already learned to complete my work.</p> <p>--I prefer to work alone and will only work with others when asked.</p>

<b>Writing Process</b>	<p>--I invest myself in brainstorming, taking the time to generate a wide range of ideas before pursuing one.</p> <p>--As I am drafting, I intentionally create a purposeful voice for my piece, and I consider how to organize my work best.</p> <p>--I participate in peer-review by providing feedback in strategic ways.</p> <p>--My work reflects deep revision of thought and process.</p> <p>--I seek to publish my work in a variety of venues.</p>	<p>--I brainstorm when it is expected of me and select the most predictable and acceptable idea.</p> <p>--My drafts follow an organizational structure provided to me by others. I'm still trying to decide how my speaker should sound.</p> <p>--I ask others to tell me how to improve my work.</p> <p>--Improvements in my work are mostly around conventions and organization.</p> <p>--I publish my work when I am asked to do so.</p>	<p>--My writing is usually based upon my first thoughts and ideas.</p> <p>--My draft answers the question or prompt provided to me, but it may be disorganized or lack appropriate voice.</p> <p>--My final copy is nearly identical to my rough draft.</p> <p>--My final copy isn't ready for publication yet.</p>
<b>Ideas</b>	<p>--My writing is fascinating. It sparks my readers' curiosities.</p> <p>--My message is meaningful and focused.</p> <p>--I show rather than tell.</p>	<p>--My writing is descriptive. It provides details about my topic.</p> <p>--My message is taking shape, but I'm still not completely clear about what it might be.</p> <p>--I tell rather than show.</p>	<p>--My writing is vague. I don't know enough about my topic yet.</p> <p>--My message is confusing. I'm still thinking-aloud on paper.</p> <p>--Missing details make it hard for my reader to picture what I'm saying.</p>
<b>Writer's Voice</b>	<p>--My writing has a unique flavor. The reader can hear me or my speaker in this piece.</p> <p>--The tone of my writing expresses my feelings or those of the speaker I created. I really move my readers.</p> <p>--I use details that add emotion and reveal age or geographic location or historical setting</p>	<p>--My writing focuses more on telling rather than showing, and as a result, the reader doesn't hear me or my speaker as much in this piece.</p> <p>--Some feelings are expressed, but my readers won't react to what I've written in any way.</p> <p>--I add some details that reveal emotion, age, or geographic location or historical setting.</p>	<p>--I don't know enough about my speaker or my own thoughts yet, so readers can't connect to a voice of any kind.</p> <p>--It seems that I don't have any feelings about this topic.</p> <p>--I don't include details that reveal mood, age, geographic location, or historical setting.</p>

<b>Organization</b>	<p>--My writing unfolds in a compelling way.</p> <p>--I grab the reader's attention right from the start, build interest throughout, and end in a way that satisfies the reader.</p> <p>--I add details and clues in just the right places.</p>	<p>--My writing unfolds in a predictable way.</p> <p>--My writing has a clear beginning, middle, and end.</p> <p>--Some of my details seem out of place. I may spend too much time focusing on one part of my work, or I may rush through others.</p>	<p>--My writing is very confusing. Readers struggle to make sense of it.</p>
<b>Word Choice</b>	<p>--My writing includes rich, precise words.</p> <p>--My readers are able to see, feel, and hear exactly what I intended them to.</p> <p>--The words that I choose help me to show rather than tell. They also create a strong voice for my piece and enhance organization and sentence fluency.</p>	<p>--My writing includes correct words.</p> <p>--My words may not capture my reader's attention. They aren't striking or specific to my purpose.</p> <p>--My words might be over-used or too flowery.</p>	<p>--My writing includes misused words.</p> <p>--My readers might struggle to understand exactly what I meant when I used certain words. Others may be so vague that my reader may not be able to see, hear, or feel anything.</p> <p>--I use the same words over and over again.</p>
<b>Sentence Fluency</b>	<p>--My writing is meant to be read aloud. It sounds wonderful!</p> <p>--I vary my sentence structure on purpose. Each flows into the next, which keeps my readers interested.</p> <p>--All unnecessary details have been removed.</p>	<p>--My writing is predictable. When I read it aloud, it sounds like a report.</p> <p>--Most of my sentences follow the same pattern.</p> <p>--I have used more words that I needed to.</p>	<p>--My writing is difficult to read and understand. This makes it hard to read aloud.</p> <p>--I have a hard time telling where sentences start and stop. There are fragments and run-ons.</p> <p>--I use inappropriate words in this piece.</p>
<b>Conventions</b>	<p>--My writing is nearly free of all errors in spelling, punctuation, and mechanics.</p>	<p>--My writing includes some errors in spelling, punctuation, or mechanics. They don't make it hard for my reader to understand what I am trying to say, though.</p>	<p>--Spelling, punctuation, or mechanics errors make it difficult for my reader to appreciate my message.</p>

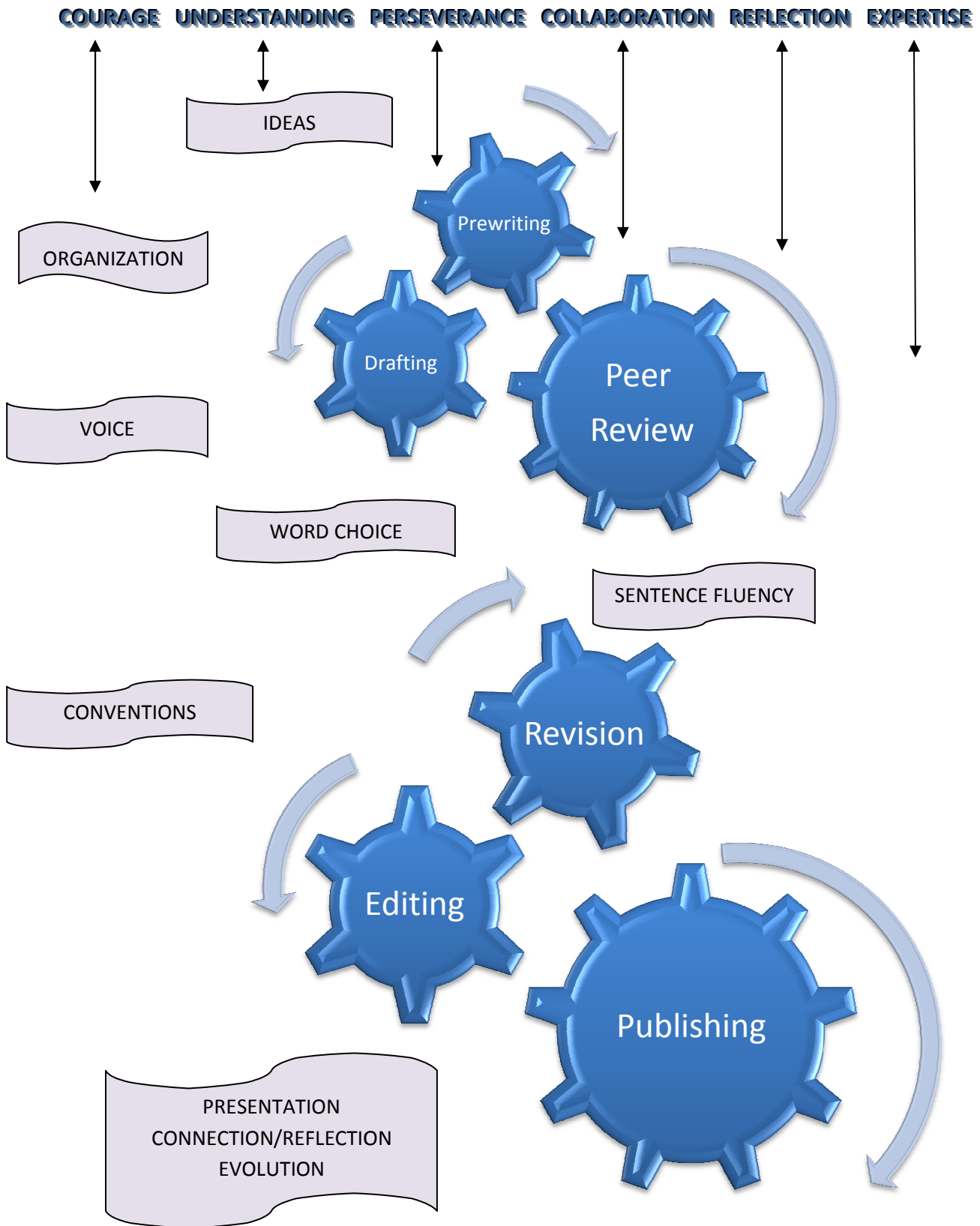
**Considering Writer's Craft**  
**WNY Young Writers' Studio**

IDEAS	WRITER'S VOICE	ORGANIZATION
<p><b>EXPERIENCED</b>_____</p> <p>My writing is fascinating. It sparks my readers' curiosities.</p> <p>My message is meaningful and focused.</p> <p>I show rather than tell.</p>	<p><b>EXPERIENCED</b>_____</p> <p>My writing has a unique flavor. The reader can hear me or my speaker in this piece.</p> <p>The tone of my writing expresses my feelings or those of the speaker I created. I really move my readers.</p> <p>I use details that add emotion and reveal age or geographic location or historical setting.</p>	<p><b>EXPERIENCED</b>_____</p> <p>My writing unfolds in a compelling way.</p> <p>I grab the reader's attention right from the start, build interest throughout, and end in a way that satisfies the reader.</p> <p>I add details and clues in just the right places.</p>
<p><b>DEVELOPING</b>_____</p> <p>My writing is descriptive. It provides details about my topic.</p> <p>My message is taking shape, but I'm still not completely clear about what it might be.</p> <p>I tell rather than show.</p>	<p><b>DEVELOPING</b>_____</p> <p>My writing focuses more on telling rather than showing, and as a result, the reader doesn't hear me or my speaker as much in this piece.</p> <p>Some feelings are expressed, but my readers won't react to what I've written in any way.</p> <p>I add some details that reveal emotion, age, or geographic location or historical setting.</p>	<p><b>DEVELOPING</b>_____</p> <p>My writing unfolds in a predictable way.</p> <p>My writing has a clear beginning, middle, and end.</p> <p>Some of my details seem out of place. I may spend too much time focusing on one part of my work, or I may rush through others.</p>
<p><b>BEGINNING</b>_____</p> <p>My writing is vague. I don't know enough about my topic yet.</p> <p>My message is confusing. I'm still thinking-aloud on paper.</p> <p>Missing details make it hard for my reader to picture what I'm saying.</p>	<p><b>BEGINNING</b>_____</p> <p>I don't know enough about my speaker or my own thoughts yet, so readers can't connect to a voice of any kind.</p> <p>It seems that I don't have any feelings about this topic.</p> <p>I don't include details that reveal mood, age, geographic location, or historical setting.</p>	<p><b>BEGINNING</b>_____</p> <p>My writing lacks organization. It's confusing.</p> <p>My writing doesn't include a hook, the body of my work may be jumbled, or my conclusion might be rushed or missing.</p> <p>Details are missing or out of place.</p>

WORD CHOICE	SENTENCE FLUENCY	CONVENTIONS
<p><b>EXPERIENCED</b>_____</p> <p>My writing includes rich, precise words.</p> <p>My readers are able to see, feel, and hear exactly what I intended them to.</p> <p>The words that I choose help me to show rather than tell. They also create a strong voice for my piece and enhance organization and sentence fluency.</p>	<p><b>EXPERIENCED</b>_____</p> <p>My writing is meant to be read aloud. It sounds wonderful!</p> <p>I vary my sentence structure on purpose. Each flows into the next, which keeps my readers interested.</p> <p>All unnecessary details have been removed.</p>	<p><b>EXPERIENCED</b>_____</p> <p>My writing is nearly free of all errors in spelling, punctuation, and mechanics.</p>
<p><b>DEVELOPING</b>_____</p> <p>My writing includes correct words.</p> <p>My words may not capture my reader's attention. They aren't striking or specific to my purpose.</p> <p>My words might be over-used or too flowery.</p>	<p><b>DEVELOPING</b>_____</p> <p>My writing is predictable. When I read it aloud, it sounds like a report.</p> <p>Most of my sentences follow the same pattern.</p> <p>I have used more words than I needed to.</p>	<p><b>DEVELOPING</b>_____</p> <p>My writing includes some errors in spelling, punctuation, or mechanics. They don't make it hard for my reader to understand what I am trying to say, though.</p>
<p><b>BEGINNING</b>_____</p> <p>My writing includes misused words.</p> <p>My readers might struggle to understand exactly what I meant when I used certain words. Others may be so vague that my reader may not be able to see, hear, or feel anything.</p> <p>I use the same words over and over again.</p>	<p><b>BEGINNING</b>_____</p> <p>My writing is difficult to read and understand. This makes it hard to read aloud.</p> <p>I have a hard time telling where sentences start and stop. There are fragments and run-ons.</p> <p>I use inappropriate words in this piece.</p>	<p><b>BEGINNING</b>_____</p> <p>Spelling, punctuation, or mechanics errors make it difficult for my reader to appreciate my message.</p>

**COMMENTS:**

# Writing is a Recursive Process



## WNY Young Writers' Studio

### Registration 2009

#### August 3-7<sup>th</sup> AM:

Sarah Wakefield, Grade 7  
Laura Stockman, Grade 7  
Cathy Smith, Grade 7  
Miranda Lefebvre, Grade 6  
Elyse Cinquino  
Matthew Nichy, Grade 8  
Andrew Toney, Grade 7  
Zach Clor, Grade 5  
Elizabeth Crinzi  
Mikayla LoJacono  
\*1 pending\*  
**Educator:** Kristin Smith, Alden

#### PM Session:

Eliza Lefebvre, Grade 7  
Laura Stockman, Grade 7  
Sarah Wakefield, Grade 7  
David Watson  
Dana Hartridge  
\*1 pending\*

**Educator:** Kristin Smith, Alden

#### August 10<sup>th</sup>-14<sup>th</sup> AM:

Bethany Strong, Grade 5  
Edward VanEtten, Grade 2  
Liam Fischer, Grade 2  
William Barsottelli, Grade 3  
Nina Stockman, Grade 3  
Zoe Battaglia, Grade 3  
Abdullah Haq, Grade 3  
Sumayyah Haq, Grade 5  
Elizabeth Luick, Grade 3  
Johnny Chugh, Grade 3  
Grace Smith, Grade 3  
Haley Kugler, Grade 3  
Luke Toney, Grade 2  
Julia Fuchs  
Alexandria Emke, Grade 5  
Lynn Ruszanowski  
Arielle Nealy  
Zach Clor, Grade 5  
\*2 Pending\*

#### Educators:

Marielle Foster, Cheektowaga  
Betsy Ernst, Cheektowaga  
Stacy VanEtten, Depew  
Kate Graham, West Seneca  
Ann Dichristina, West Seneca  
Susan Corcoran, Cheektowaga  
Sheri Barsottelli, Depew

#### Interns:

Sarah Hanson, Grade 10 Alden  
Alyssa Frey, Grade 11 Williamsville

#### PM Session:

Sarah Hanson, Grade 10  
Katie Beth Halloran, Grade 10  
Alyssa Frey, Grade 11  
Tatiyauna Overton-Tabb  
Tish Albro  
Abby Clements, Grade 6  
Laura Stockman, Grade 7  
Dana Hartridge  
\*2 Pending\*

#### Educators:

Hana Halloran, Lockport  
Heather Lyon, Pinnacle Charter

#### CONTACT INFORMATION:

Please ensure that I have your full name, address, telephone number and email address before leaving tonight.

Angela Stockman

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[stockmanangela@gmail.com](mailto:stockmanangela@gmail.com)

418-3730

